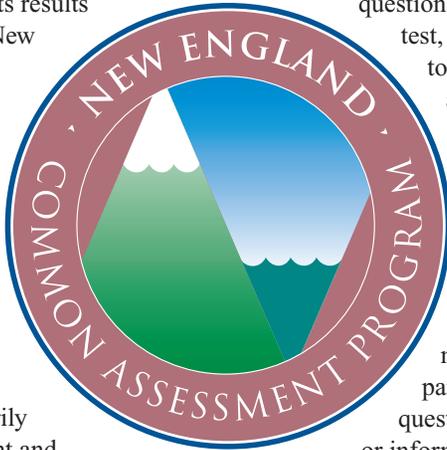


About The New England Common Assessment Program

This report highlights results from the Fall 2010 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level



results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

School Results

School: NEL/CPS Construction Career

District: Cranston

Code: 07-07135



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Grade Level Summary Report

School:	NEL/CPS Construction Career
District:	Cranston
State:	Rhode Island
Code:	07-07135

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	85			905			11,164			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	62	61	62	861	864	860	10,628	10,672	10,594	73	72	73	95	95	95	95	96	95
Current LEP Students	13	13	14	109	109	110	1,745	2,408	1,172	21	21	23	13	13	13	16	23	11
With an approved accommodation	0	0	0	18	21	18	271	311	261	0	0	0	2	2	2	3	3	2
With an approved accommodation	0	0	0	0	0	0	36	50	28	0	0	0	0	0	0	13	16	11
IEP Students	19	19	20	148	150	150	1,627	1,625	1,612	31	31	32	17	17	17	15	15	15
With an approved accommodation	13	13	14	106	107	107	820	841	747	68	68	70	72	71	71	50	52	46
Students not tested in NECAP	23	24	23	44	41	45	536	492	570	27	28	27	5	5	5	5	4	5
State Approved	1	2	1	13	14	13	195	156	189	4	8	4	30	34	29	36	32	33
Alternate Assessment	0	0	0	6	6	6	108	108	108	0	0	0	46	43	46	55	69	57
First Year LEP	0	0	0	0	0	0	40	0	41	0	0	0	0	0	0	21	0	22
Withdrew After October 1	1	2	1	7	8	7	34	35	30	100	100	100	54	57	54	17	22	16
Enrolled After October 1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Special Consideration	0	0	0	0	0	0	12	13	9	0	0	0	0	0	0	6	8	5
Other	22	22	22	31	27	32	341	336	381	96	92	96	70	66	71	64	68	67

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	85	1	22	62	2	3	33	53	20	32	7	11	1140	861	23	56	16	5	1147	10,628	28	48	16	8	1147
MATH	85	2	22	61	0	0	2	3	13	21	46	75	1128	864	2	24	33	41	1134	10,672	3	30	29	38	1135
WRITING	85	1	22	62	0	0	5	8	56	90	1	2	5.5	860	1	48	48	3	6.5	10,594	1	50	44	5	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Reading Results

School: NEL/CPS Construction Career
District: Cranston
State: Rhode Island
Code: 07-07135

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	85	1	22	62	2	3	33	53	20	32	7	11	1140	861	23	56	16	5	1147	10,628	28	48	16	8	1147
Gender																									
Male	48	0	15	33	0	0	18	55	10	30	5	15	1139	432	17	60	16	6	1146	5,364	22	50	18	10	1145
Female	37	1	7	29	2	7	15	52	10	34	2	7	1141	429	29	51	15	5	1148	5,255	34	46	14	6	1149
Not Reported	0	0	0	0									0							9					
Race/Ethnicity																									
Hispanic or Latino	12	0	1	11	0	0	6	55	1	9	4	36	1135	128	9	63	22	6	1143	1,803	11	48	24	17	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									3						63	16	41	30	13	1142	
Asian	3	0	0	3									58	14	59	26	2	1145	288	26	52	18	4	1148	
Black or African American	7	0	2	5									53	15	51	21	13	1143	862	11	46	27	15	1141	
Native Hawaiian or Pacific Islander	0	0	0	0									0						30	3	53	23	20	1140	
White	63	1	19	43	2	5	23	53	16	37	2	5	1141	613	28	54	13	5	1148	7,343	34	49	12	5	1150
Two or more races	0	0	0	0									6						166	28	47	20	5	1147	
No Race/Ethnicity Reported	0	0	0	0									0						73	5	19	38	37	1134	
LEP Status																									
Current LEP student	0	0	0	0									18	6	33	56	6	1139	271	1	18	32	48	1131	
Former LEP student - monitoring year 1	0	0	0	0									3						26	0	54	38	8	1140	
Former LEP student - monitoring year 2	3	0	0	3									20	5	60	30	5	1142	32	3	53	38	6	1141	
All Other Students	82	1	22	59	2	3	33	56	18	31	6	10	1140	820	24	56	14	5	1147	10,299	29	49	15	7	1148
IEP																									
Students with an IEP	27	1	7	19	0	0	8	42	8	42	3	16	1137	148	6	40	36	18	1138	1,627	4	32	33	31	1135
All Other Students	58	0	15	43	2	5	25	58	12	28	4	9	1140	713	27	59	12	3	1149	9,001	32	51	13	4	1149
SES																									
Economically Disadvantaged Students	40	0	9	31	1	3	16	52	10	32	4	13	1139	284	12	54	25	9	1143	3,762	13	49	24	14	1142
All Other Students	45	1	13	31	1	3	17	55	10	32	3	10	1140	577	29	56	11	3	1149	6,866	36	48	11	5	1150
Migrant																									
Migrant Students	0	0	0	0									0						0						
All Other Students	85	1	22	62	2	3	33	53	20	32	7	11	1140	861	23	56	16	5	1147	10,628	28	48	16	8	1147
Title I																									
Students Receiving Title I Services	2	0	0	2									140	19	56	21	3	1146	2,652	13	48	25	15	1142	
All Other Students	83	1	22	60	2	3	32	53	19	32	7	12	1140	721	24	55	15	6	1147	7,976	33	48	13	6	1149
504 Plan																									
Students with a 504 Plan	3	0	1	2									13	15	69	15	0	1146	250	30	55	12	3	1149	
All Other Students	82	1	21	60	1	2	32	53	20	33	7	12	1139	848	23	55	16	5	1147	10,378	28	48	16	8	1147

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Mathematics Results

School:	NEL/CPS Construction Career
District:	Cranston
State:	Rhode Island
Code:	07-07135

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

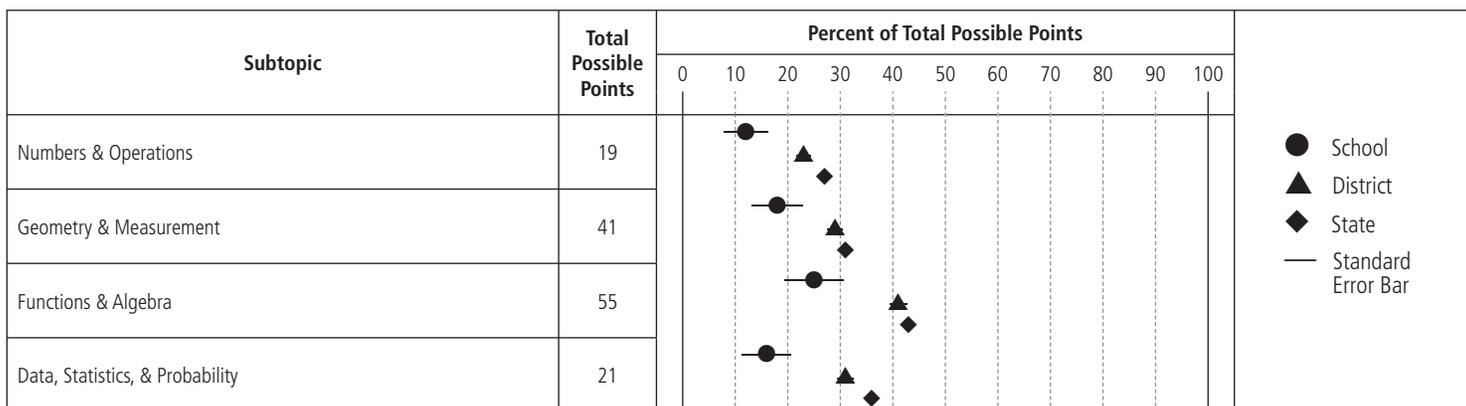
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	71	2	18	51	0	0	2	4	10	20	39	76	1128
2009-10	59	2	4	53	0	0	1	2	9	17	43	81	1128
2010-11	85	2	22	61	0	0	2	3	13	21	46	75	1128
Cumulative Total	215	6	44	165	0	0	5	3	32	19	128	78	1128
DISTRICT													
2008-09	885	11	50	824	4	<1	177	21	230	28	413	50	1133
2009-10	823	13	7	803	9	1	176	22	217	27	401	50	1134
2010-11	905	14	27	864	16	2	205	24	286	33	357	41	1134
Cumulative Total	2,613	38	84	2,491	29	1	558	22	733	29	1,171	47	1134
STATE													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

School: NEL/CPS Construction Career
District: Cranston
State: Rhode Island
Code: 07-07135

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	85	2	22	61	0	0	2	3	13	21	46	75	1128	864	2	24	33	41	1134	10,672	3	30	29	38	1135
Gender																									
Male	48	0	15	33	0	0	2	6	7	21	24	73	1129	436	3	26	33	39	1135	5,386	3	31	28	38	1135
Female	37	2	7	28	0	0	0	0	6	21	22	79	1128	428	1	21	34	44	1134	5,277	2	29	30	39	1135
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	12	0	1	11	0	0	0	0	2	18	9	82	1123	131	0	7	34	60	1131	1,837	<1	13	25	62	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										3						64	2	14	28	56	1132
Asian	3	0	0	3										59	2	24	39	36	1135	293	4	33	31	32	1137
Black or African American	7	1	2	4										52	0	12	21	67	1131	865	<1	12	24	63	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						29	0	21	24	55	1129
White	63	1	19	43	0	0	2	5	9	21	32	74	1129	613	2	28	33	36	1135	7,342	3	37	31	29	1137
Two or more races	0	0	0	0										6						166	1	23	31	45	1135
No Race/Ethnicity Reported	0	0	0	0										0						76	0	8	13	79	1124
LEP Status																									
Current LEP student	0	0	0	0										21	0	5	29	67	1127	311	0	3	9	89	1122
Former LEP student - monitoring year 1	0	0	0	0										3						26	0	8	15	77	1130
Former LEP student - monitoring year 2	3	0	0	3										21	0	14	29	57	1130	33	0	12	24	64	1130
All Other Students	82	2	22	58	0	0	2	3	13	22	43	74	1129	819	2	25	33	40	1135	10,302	3	31	30	37	1135
IEP																									
Students with an IEP	27	1	7	19	0	0	1	5	1	5	17	89	1125	150	0	7	11	81	1125	1,625	0	6	13	81	1124
All Other Students	58	1	15	42	0	0	1	2	12	29	29	69	1130	714	2	27	38	33	1136	9,047	3	35	32	31	1137
SES																									
Economically Disadvantaged Students	40	1	9	30	0	0	1	3	8	27	21	70	1130	287	0	13	30	57	1131	3,794	1	16	27	56	1131
All Other Students	45	1	13	31	0	0	1	3	5	16	25	81	1127	577	3	29	34	33	1136	6,878	4	38	30	28	1137
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	85	2	22	61	0	0	2	3	13	21	46	75	1128	864	2	24	33	41	1134	10,672	3	30	29	38	1135
Title I																									
Students Receiving Title I Services	2	0	0	2										142	1	16	28	54	1132	2,680	1	15	25	60	1130
All Other Students	83	2	22	59	0	0	2	3	12	20	45	76	1128	722	2	25	34	39	1135	7,992	3	35	30	31	1137
504 Plan																									
Students with a 504 Plan	3	0	1	2										13	0	15	31	54	1134	250	4	32	37	27	1137
All Other Students	82	2	21	59	0	0	2	3	12	20	45	76	1128	851	2	24	33	41	1134	10,422	3	30	29	39	1135

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: NEL/CPS Construction Career
District: Cranston
State: Rhode Island
Code: 07-07135

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	71	1	17	53	0	0	6	11	41	77	6	11	5.2
2009-10	59	2	4	53	0	0	22	42	29	55	2	4	6.2
2010-11	85	1	22	62	0	0	5	8	56	90	1	2	5.5
Cumulative Total	215	4	43	168	0	0	33	20	126	75	9	5	5.6
DISTRICT													
2008-09	885	11	51	823	20	2	291	35	449	55	63	8	6.0
2009-10	823	12	7	804	57	7	369	46	340	42	38	5	6.6
2010-11	905	13	32	860	5	1	413	48	414	48	28	3	6.5
Cumulative Total	2,613	36	90	2,487	82	3	1,073	43	1,203	48	129	5	6.4
STATE													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
Cumulative Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

Types of Writing Reported in the Results Above	
2008-09	Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.
2009-10	Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: NEL/CPS Construction Career
 District: Cranston
 State: Rhode Island
 Code: 07-07135

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School			District			State		
		Number Tested	Mean Score	0 7 12	Number Tested	Mean Score	0 7 12	Number Tested	Mean Score	0 7 12
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)	62	5.5	●	860	6.5	●	10,594	6.4	●
	2009-10	8			102	6.4	▲	1,339	6.5	▲
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	7			110	6.4	●	1,327	6.2	●
	2009-10	7			98	6.2	▲	1,323	6.2	▲
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	10	5.3	●	110	6.2	●	1,313	6.3	●
	2009-10	6			98	6.2	▲	1,321	6.2	▲
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11	6			107	6.6	●	1,321	6.6	●
	2009-10	8			102	6.4	▲	1,339	6.5	▲
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	9			112	6.7	●	1,328	6.6	●
	2009-10	5			98	6.4	▲	1,337	6.8	▲
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11	8			105	6.7	●	1,340	6.6	●
	2009-10	8			102	6.6	▲	1,326	6.6	▲

(C) This type of writing was administered to all students.

The ● shows this year's score and the black bar (▬) shows the range where most students in this sample scored.

The ▲ shows last year's score and the gray bar (▬) shows the range where most students in this sample scored.

§ The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.

The score of 7 represents the score required to be proficient.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: NEL/CPS Construction Career
District: Cranston
State: Rhode Island
Code: 07-07135

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	%
12	6	6	0	0	0	0	<1
11	6	5	0	0	1	<1	<1
10	5	5	0	0	4	<1	1
9	5	4	0	0	14	2	3
8	4	4	2	3	227	26	27
7	4	3	3	5	172	20	20
6	3	3	34	55	297	35	29
5	3	2	8	13	60	7	8
4	2	2	14	23	57	7	7
3	2	1	0	0	8	1	1
2	1	1	1	2	14	2	2
0	0	0	0	0	6	1	2

Scoring Rubric	
6	<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Writing Results

School: NEL/CPS Construction Career
 District: Cranston
 State: Rhode Island
 Code: 07-07135

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	85	1	22	62	0	0	5	8	56	90	1	2	5.5	860	1	48	48	3	6.5	10,594	1	50	44	5	6.4
Gender																									
Male	48	0	15	33	0	0	2	6	30	91	1	3	5.2	432	1	44	52	3	6.3	5,339	1	43	49	6	6.2
Female	37	1	7	29	0	0	3	10	26	90	0	0	5.8	428	<1	52	44	3	6.6	5,246	1	56	39	3	6.7
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	12	0	1	11	0	0	0	0	11	100	0	0	5.3	129	0	37	59	4	6.2	1,784	<1	37	52	11	5.8
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										3						64	2	42	45	11	6.0
Asian	3	0	0	3										58	2	45	50	3	6.3	288	2	54	41	3	6.6
Black or African American	7	1	2	4										52	0	40	56	4	6.1	852	1	34	56	10	5.7
Native Hawaiian or Pacific Islander	0	0	0	0										0						30	0	17	70	13	5.2
White	63	0	19	44	0	0	5	11	38	86	1	2	5.6	612	1	51	45	3	6.6	7,342	1	55	41	3	6.7
Two or more races	0	0	0	0										6						166	1	41	55	3	6.3
No Race/Ethnicity Reported	0	0	0	0										0						68	0	18	47	35	4.4
LEP Status																									
Current LEP student	0	0	0	0										18	0	17	67	17	5.0	261	0	11	50	39	3.7
Former LEP student - monitoring year 1	0	0	0	0										3						26	0	27	65	8	5.7
Former LEP student - monitoring year 2	3	0	0	3										21	0	19	76	5	5.6	33	0	24	70	6	5.7
All Other Students	82	1	22	59	0	0	5	8	53	90	1	2	5.5	818	1	50	47	3	6.5	10,274	1	51	44	4	6.5
IEP																									
Students with an IEP	27	0	7	20	0	0	2	10	17	85	1	5	5.1	150	0	21	67	12	5.3	1,612	<1	18	64	18	4.9
All Other Students	58	1	15	42	0	0	3	7	39	93	0	0	5.7	710	1	54	44	1	6.7	8,982	1	55	41	3	6.7
SES																									
Economically Disadvantaged Students	40	1	9	30	0	0	2	7	28	93	0	0	5.3	284	0	35	60	5	5.9	3,740	<1	37	54	8	5.9
All Other Students	45	0	13	32	0	0	3	9	28	88	1	3	5.7	576	1	55	42	2	6.7	6,854	1	57	39	3	6.7
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	85	1	22	62	0	0	5	8	56	90	1	2	5.5	860	1	48	48	3	6.5	10,594	1	50	44	5	6.4
Title I																									
Students Receiving Title I Services	2	0	0	2										139	0	47	50	2	6.4	2,623	<1	37	52	10	5.8
All Other Students	83	1	22	60	0	0	5	8	54	90	1	2	5.5	721	1	48	48	3	6.5	7,971	1	54	42	3	6.6
504 Plan																									
Students with a 504 Plan	3	0	1	2										13	0	38	62	0	6.6	250	2	51	46	2	6.7
All Other Students	82	1	21	60	0	0	4	7	55	92	1	2	5.4	847	1	48	48	3	6.5	10,344	1	50	44	5	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.